

# PRE-ETS PROVIDERS TRAINING

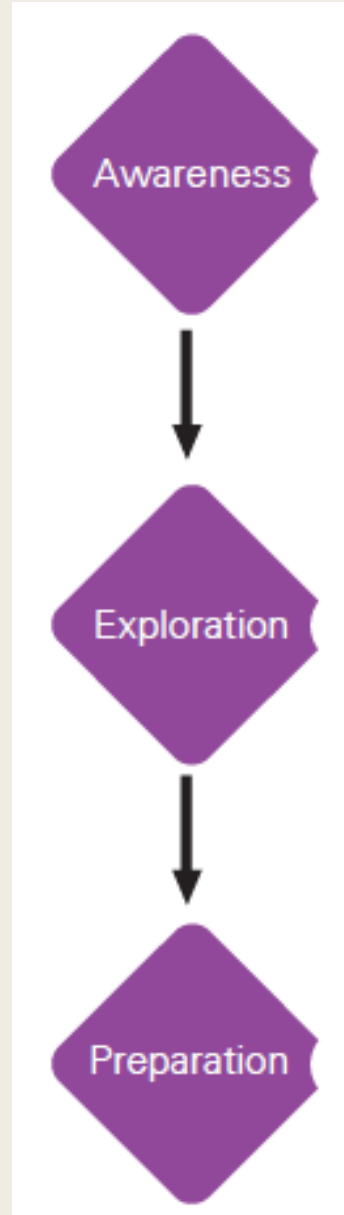
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Massachusetts Rehabilitation Commission



# Agenda

- Overall process
- Intake process
- Work Based Learning
- Programming
- Collaborating with schools
- Collaborating with MRC
- Formstack- Inputting Student Data
- Reporting requirements



# Overview of new Pre-ETS Model

The potentially eligible status will be the predominant model for providing services to a student while they are still in school.

## Moving Forward....

- For every 100 students that receive pre-employment transition services in a potentially eligible status- only 20 will likely need VR services

# Overview of new Pre-ETS Model

- Goal: support students with disabilities while they are ages 14 up to their 22nd birthday to develop career awareness, be exposed to different employment opportunities, and prepare students for post-secondary success.
- By having students to receive these services prior to applying for vocational rehabilitation, the pre-ETS model will be either better preparing students for adult services once they graduate, or alternatively, benefitting students so they may not need adult services in the first place.
- The intention for pre-employment transition services is to truly provide a stronger foundation for students with disabilities during their transition planning years, supporting them to engage in further employment or post-secondary education opportunities.

# Overview of new Pre-ETS Model

- Student with disabilities ages 14 up to their 22nd birthday will now be redirected to providers and remain in a potentially eligible status.
- Providers will provide:
  - All 5 pre-ETS services
  - Decide who is an appropriate student
  - Do an initial intake
  - Get consent and documentation of disability
  - Develop an agreement of services for students
  - Get approval from MRC
  - Provide services
  - Track progress

# Service Delivery

- Receive 1 or more of the 5 pre-ETS services
  - No consecutive order
  - Based on interests and goals for skill development
  - Groups and peer support- youth development model
- No internship requirements, but encouraged
- Student can be PE or VR- same services
- No slots or referral process

# Overview of new Pre-ETS Model

## VR versus PE?

- Who determines if a student is potentially eligible?
  - *Providers will request disability documentation (medical records, IEP, or 504 accommodation plan) which they will upload via Formstack referral for a student with a disability to participate in Pre-ETS. This referral will be reviewed by unit supervisors who will make the determination that the individual is indeed a student with a disability who is potentially eligible.*
  
- Who determines if a student should apply to VR services?
  - *It would be an individual student decision, after being provided informed choice and in consultation with their family. Determining if a student should apply for VR services will not fall solely one entity, but should be a team approach. Students, family members, providers, school staff members, and the MRC Liaison should share information regarding a student's progress and the supports that will be needed as they transition into adulthood.*

# Pre-ETS Bridge Year

## KEY

Terms: Pre-ETS: Pre Employment and Transition Services containing 5 component: job exploration counseling, work readiness training, work-based learning experiences, counseling in post-secondary education, self advocacy.

Color: Green: Outside entity (vendor, provider); Blue: MRC VR;

Intake

Provider

Provider completes application in Formstack with consumer

Pre-Eligibility

Email from Formstack goes to area office unit supervisor

Determination

Unit supervisor verifies documentation of disability and pre-ETS services provided (within 5 days)

Approved

Denied

Pre-ETS with Provider

VRC/Unit Supervisor determines further steps

# Overview of new Pre-ETS Model

- Recruitment:
  - *From MRC VR Counselors*
  - *Relationships with schools or community partnerships*
  
- Reasons for denial of services:
  - *Age*
  - *Documentation of disabilities*
  - *Lack of interest- no follow through*

# Intake Process

- Meeting with a new student
- Review disability documentation
- Service Planning:
  - *What do you want?*
  - *What do you not want?*
  - *Who is included in the meeting? (families, student, school, VR)*
- Service Plan- what 5 services would they benefit from?



Job Exploration  
Counseling



Work Readiness  
Training



Work-based Learning  
Experiences



Counseling in  
Post-secondary Education

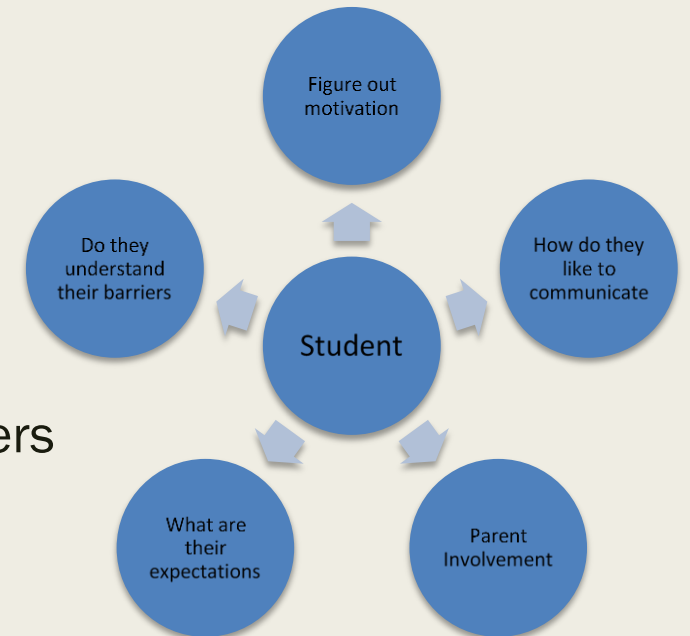


Self  
Advocacy

# Intake Process

## MRC 5 Point Framework to Working with Students

1. Figure out what motivates the student
2. Understand how they prefer to communicate
3. Get to know their relationship with their parents and care providers
4. Get a sense of their expectations
5. Address their disability related needs



# Intake Process

## CHARTING the LifeCourse

### Life Trajectory Worksheet: Individual

Everyone wants a good life. The bubbles on the right will help you think about what a good life means for you or your family member, and identifying what you know you don't want. You can use the space around the arrows to think about current or needed life experiences that help point you in the direction of your good life.



VISION for a GOOD LIFE

What I DON'T Want



# Work Based Learning

- Framework for pre-employment transition services
- No national or state definition
- New field and opportunity to explore best practices



# Work Based Learning

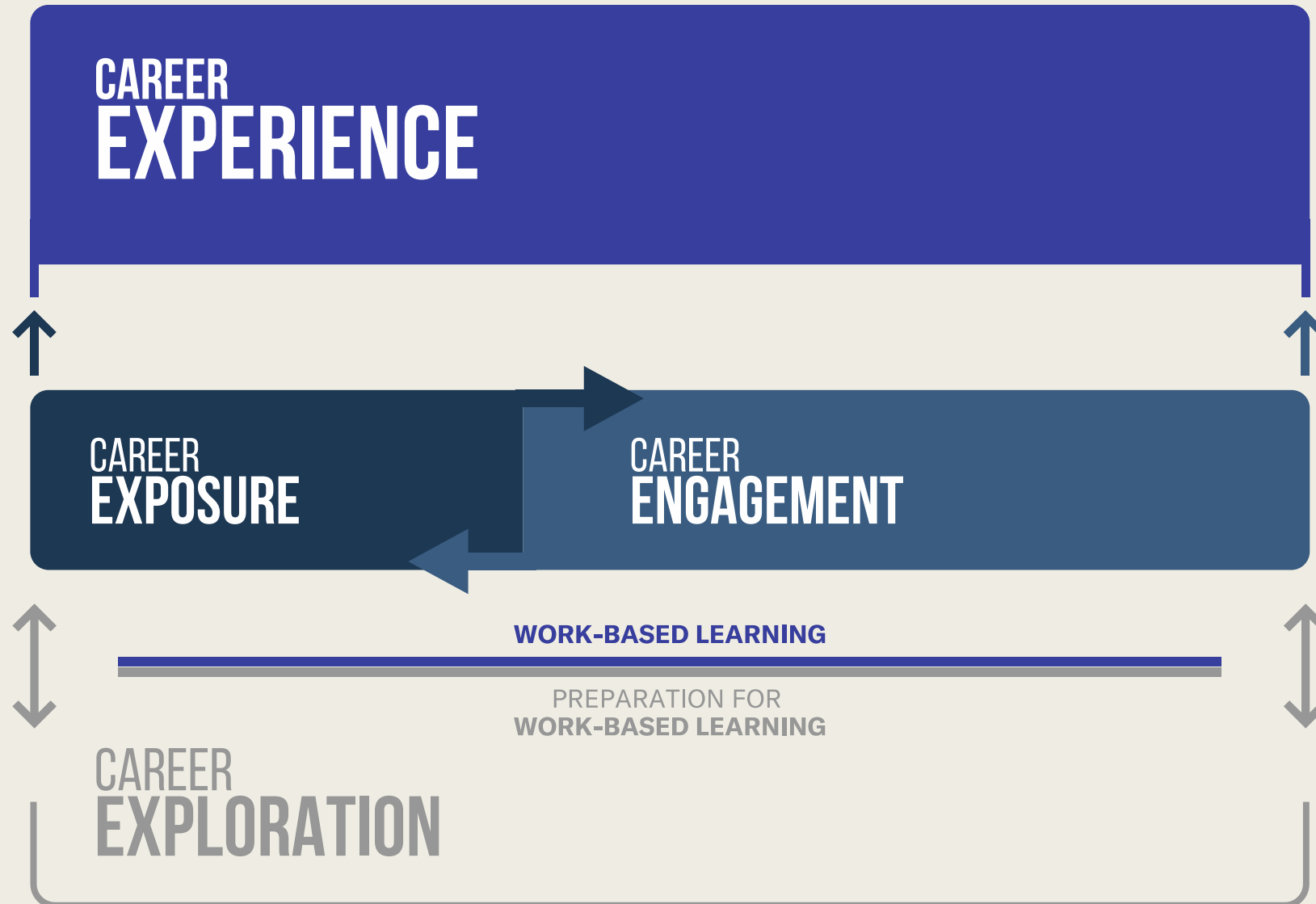
- Paid Internships
- Paid Work Experience
- Apprenticeships
- Workplace Tours/Field Trips
- Job Shadowing
- Career Mentorship
- Career Related Competitions
- Informational Interviews
- Non-paid Internships
- Practicum
- Service Learning
- Student-led Enterprises
- Simulated Workplace Experience
- Non-Paid Work Experience
- Volunteering

# Career Development Spectrum

The process through which an individual comes to understand his or her place in the world of work



# Jobs for the Future



# Programming

## Approaches and needs for students with disabilities

- Think about services as a continuum- stepping stones for skill development
  - *How will you track progress?*
  - *Creating stepping stones*
  - *Creating profiles on students*
    - Students may come and go
    - Programming does not have a start and end
- What will a progression look like for someone- and when will work based learning experiences occur?
- What does individualized support look like? How are you considering universal design?

# Programming

- Programming is not solely school based
  - *To create accessibility some programming can be in the school*
- Programming should be community based
  - *Transportation is not provided through pre-ETS, unless it is built into your programming, or look to school for complimenting programming*
- Supplement the school transition programming
- Creativity
- Employers

# Programming

Auxiliary aids and services under Pre-ETS may include, but are not limited to:

- Interpreter and note-taking services
- Telephone handset amplifiers or telephones compatible with hearing aids
- Assistive listening devices/systems
- Open and closed captioning, including real-time captioning
- Other effective methods of making aural information available to individuals who are deaf or hard of hearing
- Qualified readers, taped texts, audio recordings, and braille or large print materials
- Screen readers or magnification software
- Other effective methods of making visually-delivered materials available to individuals who are blind or have low vision
- Taking more time to communicate with someone who uses a communication board
- Student permission to provide feedback in a written format

# Programming

Auxiliary aid examples:

- If a student is blind and needs screen reader software installed on a computer to participate in a work experience, the software would be considered a Pre-ETS auxiliary aid for workplace readiness, but the computer would not be considered an auxiliary aid.
- A student who has a speech impediment may need more time to express themselves or may need to be allowed to provide their feedback in a written format.
- A student who is deaf may need access to an interpreter to participate.

**If a student requires a significant amount of assistive technology due to their disability, it is recommended for this student to open a regular VR case by applying for VR services.**

# Programming

- Reasons to end services:

- *If a student engages in a physical altercation with others at the program*
- *Lack of follow through- communication*
- *Medical*
- *Need more intensive services- apply to VR*

# Student Example

- 15 year old student with Autism is interested in working after high school
- School connects student to the VR Counselor for pre-ETS
- VR Counselor redirects to pre-ETS provider
- Pre-ETS provider does an initial intake and collects disability documentation and consent
- Submits information in Formstack to MRC- goes to Unit Supervisor at the Area Office closest to where that student lives
- Unit Supervisor has 5 days to approve or deny
- Once approved services can start

# Student Example

- As a result of the initial intake a service plan was agreed upon
- For this 15 year old, it was decided they will participate in 4 of the 5 pre-ETS services
- The student will start with a 3 week self-advocacy workshop and then start to engage in job exploration activities, building a career portfolio, and based on the student's interests job shadowing or tours will be set up. The vision will be to start some type of work experience within the next year.
- The student participates in pre-ETS while in high school as a potentially eligible student. Two years before graduation a discussion between the provider, school, student, family and VR takes place to decide if VR is an appropriate referral.

# Collaboration with Schools

- Go to schools with MRC to start conversations
- Share the new programming
- Learn what programming schools have related to employment readiness skills
- Collaborate
- Attend orientation, family, and transition nights to connect directly with parents and students
- Be aware of CORIs and fingerprinting requirements

# POLL

- Do you have any established relationships with schools?
  - Yes
  - No
  - *Limited*

# Collaborating with MRC

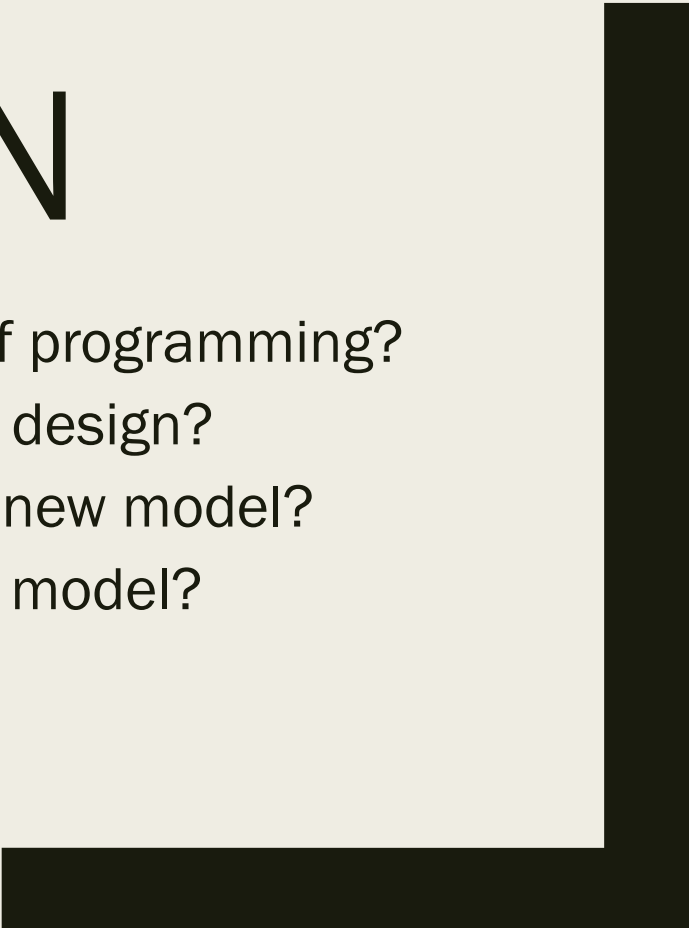
- Meet with your Area Offices to share your new programming ideas
- Know who the Unit Supervisor is in each Area Office who will be approving student services
- Accept new referrals as potentially eligible students
- Identify schools and personnel you can connect with
- Communicate often about students that might benefit from VR
- Invite VR Counselors to participate and support your programming



QUESTIONS?



# DISCUSSION

1. How are you thinking about the continuum of programming?
    2. How are you thinking about universal design?
  3. What are your biggest concerns with this new model?
    4. What is most exciting about this new model?
    5. Where do you need support?
- 

# Reporting Requirements

- Monthly Statistical Report
  - *Number served*
  - *What service they received*
  - *Initiated/Completed*
  - *Hours per services per student*
- No narrative on individual student- only monthly report on overall program activity
  - *What was offered*
- Track student progress internally

# Reporting Requirements

## **Required data elements for all students with disabilities:**

1. a unique identifier
2. social security number (if available)
3. date of birth
4. race (required if student is in secondary education)
5. ethnicity (required if student is in secondary education)
6. student with a disability
7. start date of pre-employment transition services
8. pre-employment transition services provided (only includes the five required)
9. How pre-ETS service is provided and purchased

# MRC Contacts- Communication

- Transition Unit
- Contract Managers
- Unit Supervisor
- VR Counselors
- Research and Development- Formstack questions
- Contracting- COMMBUYS: Job Aid

# Formstack

# Amendment

- Update: Effective-



THANK YOU  
QUESTIONS?

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